Breakout Session #1: Mapping Your Project

It is important to have a roadmap of how you are going to achieve your project’s outcomes. A useful way to do this is by mapping your project. Mapping makes the invisible visible. In other words, it visualizes the ideas that you and your colleagues have about how the project will work, getting everyone on the same page. Project mapping can take many forms. The method we are going to walk through today is a Theory of Change model. This type of model is useful in that it provides specific details regarding who will be involved in what activities, which specific outcomes will be related to those activities, how those specific outcomes relate to the intermediate project goals, and ultimately, the long term-goal of the project.

This model has several elements that we will go through in a step-wise manner. Please note that not every project will have every element. The next page shows an example of a fully-developed Theory of Change model for an example project aimed at increasing recruitment and retention of undergraduate women in engineering.

Your project’s context will guide which mapping elements to include. Here are the basic elements:

**Challenges** are the big picture problems your project seeks to address.

**Initiatives** are the big picture interventions you are going to use to address the challenges you have identified.

**Activities** are the specific ways in which you will engage your target stakeholders in whom you want to achieve some sort of change. They can include, for example, workshops, courses, trainings, or other activities (note, some projects may skip the “initiatives” stage and just have activities in their models, depending on project structure).

**Outcomes** are the direct results or benefits for the people you are reaching in your project. Examples include changes in knowledge, skill development, or behavior. Outcomes can be short-term, intermediate, or longer-term achievements.

**Goals** are broad, general statements of what the project intends to accomplish. These can also be short-term, intermediate-term, or long term. Some projects will have one overarching long-term goal, as seen in the example below. Others may have more than one long-term goal. It ultimately depends on the context of your project.
Increase recruitment and retention of undergraduate women in engineering

**Long-term Goal**

**Decrease in implicit bias**
- Increased ability to change social patterns of bias
- Reduction in instances of implicit bias

**Decrease in personal/professional isolation**
- Increased ability to work with others in engineering
- Students are more connected within the engineering community
- Students feel they belong in engineering

**Increase academic preparedness**
- Reinforce knowledge learned in classroom
- Increase student understanding of university life/associations of engineering program
- Students are prepared for the challenges of the engineering curriculum

**Intermediate Goals**

**Long-term Outcomes**

**Short-term Outcomes**

**Activities**
- New student orientation modules focusing on implicit bias
- Workshop sessions recognizing and managing implicit bias
-卵巢 intervention training

**Initiatives**
- Students
- Faculty & Staff Training

**Challenges**
- Culture of implicit bias
- Sense of Belonging
- Academic Preparedness